



Sustainability Report

Performance Period October 2002-March 2003

Introduction

The DOE collects data through multiple means to provide current information on system infrastructure and performance. Data collection and analysis is part of a dynamic management process designed to inform administrative decision-making to ensure the meaningful application of resources, fiscal and human, to achieve high levels of student achievement. During the second and third quarters, the Department expanded and refined these processes to improve system responsiveness and to provide a clearer picture of system performance.

Improvement or maintenance of performance on key indicators continued during this report period. There were increases in the availability of qualified staff available to support students. The fiscal resources continued to be available to contract for services not provided by employees. On-going system performance monitoring has proactively managed the delivery of services to provide timely access to quality supports and services. Staffs, instructional and related service, continue to receive training in evidence-based interventions in support of student achievement.

Infrastructure

Within the Department, the Comprehensive Student Support System (CSSS) provides the requisite infrastructure for the provision of programs necessary to provide educational, social, and emotional supports and services to all students, which afford them an opportunity to benefit from instructional programs designed to achieve program goals and standards. EDN150 contains those resources, fiscal, human, material, procedural, and technological, important to the provision of appropriate supports and services to students within the Felix Class. The objective of EDN150 programs are to maintain a system of student supports so that any student requiring individualized support, temporary or longer term, has timely access to those supports and services requisite to meaningful achievement of academic goals.

The next segments of this section contains elements of the CSSS infrastructure determined to be essential to the functioning of a support system constituting an adequate system of care. During the course of the Felix Consent Decree, the Department routinely provided progress reports addressing the availability of qualified staff, funding, and an information management system (ISPED) as a means to provide information germane to assessing system capacity to provide a comprehensive student support system.

Population Characteristics

The Department provides educational supports and services within CSSS levels 4 and 5 to approximately 15% of the total student enrollment. These are documented in Individualized Education Plans (IEP) or 504 Modification Plans (MP). Students receiving educational services through the Individuals with Disabilities Education Act

(IDEA) must first be determined to have a disability and, due to the disability, be in need of specialized instruction. Section 504 students must be determined to have a disability, or history of a disability, and be in need of modifications or supports to benefit from instruction. Of those students requiring CSSS supports in levels 4 and 5, 23,277 (88%) are IDEA eligible and 3,227 (12%) are eligible under Section 504.

Each December, the Office of Special Education Programs, USDOE, requires all states to conduct a census of special education students. This census was conducted during the 2nd quarter and provides the most accurate information regarding the number of students in special education and their qualifying disabilities. Table 1 of this section delineates the numbers by eligibility category while Table 2 provides this information on the number of special education students by age.

Approximately 33% of students receiving educational supports and services also require related services to address social, emotional, or behavioral needs in order to make meaningful progress on goals identified in their IEP or MP. At the end of this report period, 83% (7,295) of those students were IDEA and 17% (1,538) were 504. Nearly 5% of the total student enrollment receives educational and related services to address educational and social, emotional, or behavioral needs in the educational arena.

Table 1

Disability (N= 23,277)	#	%
Mental Retardation	2,155	9.3
Hearing Impairment	436	1.9
Speech/language Impairment	1,699	7.3
Other Health Impairment	1,884	8.1
Specific Learning Disability	11,372	48.9
Deaf-Blindness	3	.0
Multiple Disabilities	382	1.6
Autism	646	2.8
Traumatic Brain Injury	80	.3
Developmental Delay	1,412	6.1
Visual Impairment	82	.4
Emotional Disturbance	3,011	12.9
Orthopedic Impairment	115	.5

Table 2

Age Range	Number	Percent
3-5	2,085	9
6-11	8,943	38.4
12-17	11,500	49.4
18-21	749	3.2
6-22+	21,192	91
Total	23,277	

Does not equal 100% due to overlap in ages

Services provided to these students fall between two broad categories: School Based Behavioral Health (SBBH) Services and services to students with Autism Spectrum Disorder (ASD). While the determination of need for and type of SBBH or ASD service necessary for any individual student to benefit from their educational plan is made by a team during the development of the plan, guidelines regarding the provision of these services are in the joint DOE and DOH Interagency Performance Standards and Practice Guidelines.

(134) The system must continue to hire and retain qualified teachers and other therapeutic personnel necessary to educate and serve children consistently

(Revised Felix consent Decree, July 1, 2000, page 20)

Qualified Staff

Qualified staffs providing instructional and related services are the lynchpin of appropriate educational and related services for students with disabilities, for they are the ones with expertise and training in curriculum, instruction, and knowledge of the impact of the student's disability on the learning process. They, in conjunction with parents and others, develop and implement appropriate interventions designed to meet the unique needs of students.

The following staffing goals, when combined, provide evidence that there are sufficient qualified teachers evenly distributed across the state to ensure timely access to specialized instruction for students and professional support to those providing educational and related services and supports to students with disabilities.

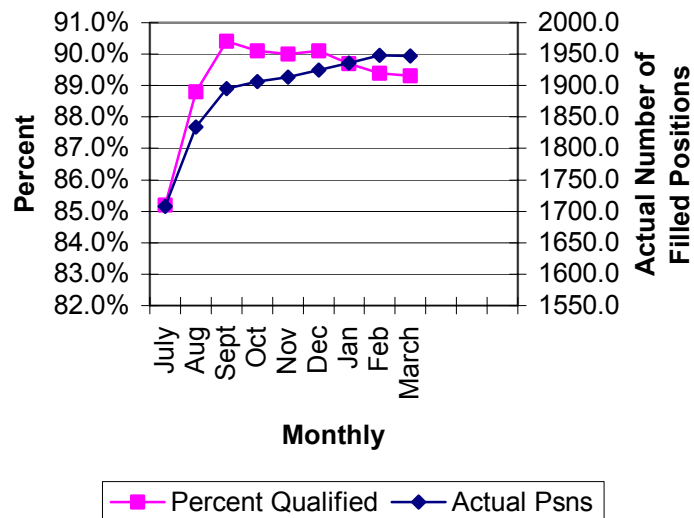
Infrastructure Goal #1: Qualified teachers will fill 90% of the special education teacher positions in classrooms.

This is an important measure of the overall availability of special education instructional knowledge available to support student achievement. A qualified teacher in this measure indicates the individual holds either a license or certification as a special education teacher.

Over this report period the number of special education teachers in classrooms increased by 52, or 2.6% (1,895 in September to 1,947.5 in March). The overall percentage of qualified special education teachers placed in special education classrooms hovered at 90% showing a slight decrease of 1% from 90.4% to 89.3.

A slight decrease in the overall percentage was not unexpected due to the hiring of an additional 52 teachers in the middle of the school year when traditionally there are fewer new graduates and qualified teachers desiring to teach are already under contract. There are seven more special education teachers in March 2003 than in March 2002 and the percentage of qualified teachers is also higher this March at 89.3% than last March at 88.7%.

Qualified Teachers



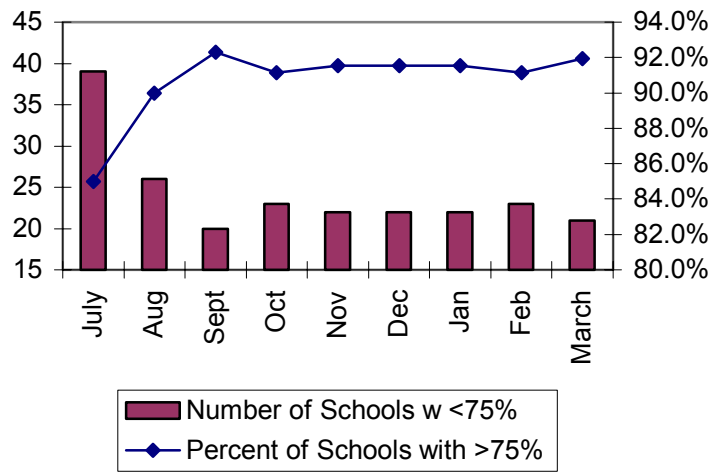
The Department continues to employ 195 teachers through the contract with Columbus. Without these additional qualified special education teachers the percent of qualified teachers would drop below 80%. This contract continues next school year.

Infrastructure Goal #2: 95% of the schools will have 75% or greater qualified teachers in special education classrooms.

A previous benchmark set forth the target of no school with less than 75% qualified teachers in the classroom. In order to meet this goal, schools requiring less than four (4) special education teacher positions, 15% (39) of the schools, would be required to have all (100%) of the placed special education teachers qualified. The Department has determined a practical goal is that 95 % of all schools will have 75% or greater qualified special education classroom teachers.

This measure provides information regarding the availability of special education knowledge and expertise to assist with day-to-day instructional and program decision making in support of special needs students.

School Staffing Rates



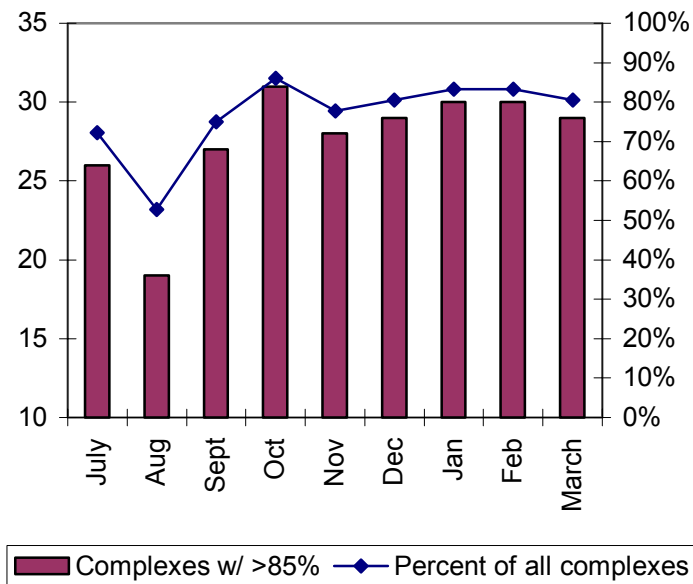
The targeted placement of qualified special education teachers in special education classrooms during this period maintained the percentage of schools with greater than 75% qualified teachers at 92%. Within this category the actual number of schools increased by one (1) from 20 in September to 21 in March. Only 2 of the schools required more that one (1) F.T.E. to meet the goal of 75% qualified teachers and eleven (11) involved .5 F.T.E. positions.

Infrastructure Goal #3: 85% of the complexes will have greater than 85% or greater qualified teachers in special education classrooms.

This measure helps illustrate the degree to which special education instructional expertise is distributed through out the state. There is no previous court benchmark targeting staffing at the complex level. However, the prevalence of qualified staff through out a complex is an indicator of the degree of support available to school staff and the continuity of instructional quality over time for students. For example, the impact of less than 75% qualified staff in a school within a complex with all other schools fully staffed is far less than if all schools had less than 75% qualified staff. Therefore, the Department has added this measure as an internal infrastructure indicator for monitoring.

By the end of this report period only 81% of the complexes (29) had 85%, or greater, qualified special education instructional staff. This goal was met in only the month of October.

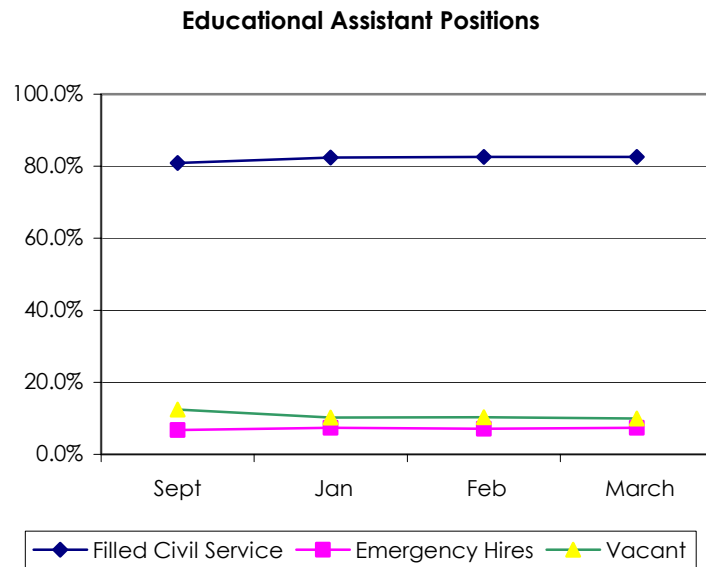
Complex Staffing



Infrastructure Goal #4: 95% of all Educational Assistant positions will be filled.

Educational Assistants (EAs) provide valuable support to special education teachers and students throughout the school day and in all instructional settings. Since SY01-02 the EA allocation ratio is 1:1 with the Special Education Teacher allocation. The 100% increase in positions exacerbated a problematic personnel recruitment process, namely recruiting and employing EAs through the Department of Human Resources. The Department has added this infrastructure goal to monitor the employment rate of EAs.

Since September, the rates of filled civil service and emergency hire positions have increased slightly. The goal of 95% of EA positions filled was not met. The number of EAs hired as civil servants increased from 1701 to 1710. While the desired trend is an increase in filled civil service positions (80% to 83%), stability in the number of employees in the emergency hire status, 6.7% (142 EAs) to 7.4% (153 EAs), is not necessarily a negative since it provides continuity for programming and instructional support to students and teachers.



The relatively stable number of vacant positions, effectively 10% over the last three months suggests that additional support, approximately 200 paraprofessionals, should be available for teachers and students. The Department should target this as an area for improvement effective with the next school year.

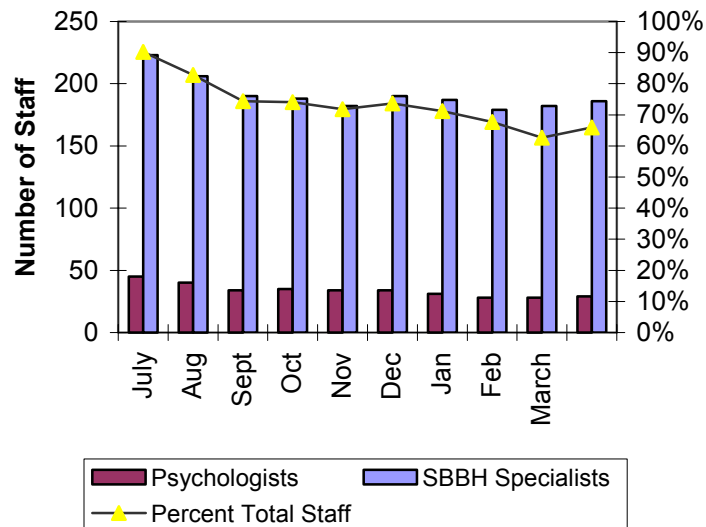
HDOE will maintain sufficient SBBH staff to serve students in need of such services.

Infrastructure Goal #5: 75% of the School-Based Behavioral Health professional positions are filled.

The use of an employee-based approach to provide School Based Behavioral Health (SBBH) services provides greater accessibility and responsiveness to emerging student needs. While it is anticipated that some degree of services will always be purchased through contracts due to uniqueness of student need and unanticipated workload increases, day to day procedures presume the availability of staff.

During this period the number of SBBH professional staff positions, psychologists and specialists, increased from 297 to 326. Unfortunately, the percentage of those positions filled declined from 90% to 66%. Vacancies occur in all locations with the most notable trend appearing in rural communities. Last year at this time an average of 80% of the 239 SBBH positions were filled.

SBBH Staffing



During this report period, the Department was engaged in the conversion of temporary positions exempt from civil service hiring procedures to civil service positions, with potential for permanency. This activity was conducted in cooperation with the Department of Human Resources and was initially projected for completion in October 2003. Even though this was accomplished in a shorter time than any previous similar activity, it took longer than anticipated and generated sufficient employee and parent concern that the Felix Court Monitor conducted an investigation.

The Department agrees with the Court Monitor's findings that despite some delays in hiring and some gaps in services to students, that through active monitoring by SBBH Program Coordinators and proactive problem solving, the SBBH system remained functional and provided students with services consistent with their Individualized Education Program. Continued monitoring and work is necessary to meet the Department's goal of 75% staffing.

Infrastructure Goal #6: 80% of the identified program specialist positions are filled.

Since 2001 the DOE has recognized the importance of professional staff in providing leadership in program and skill development. These functions are fulfilled through either contracts or employees' specific activities related to School Based Behavioral Health, Functional Behavior Assessment, Reading, Services for Autism Spectrum Disorder, and

Individualized Education Plan Development and are critical in sustaining professional development and improvement in skills and knowledge of effective educational and therapeutic methods among service providers and consumers of such services.

Function	Status
SBBH Specialist	Filled – Jean Ramage, Ph.D.
Functional Behavioral Specialist	Duties performed via MOA with University of Hawaii – Manoa & Recruiting two (2) psychologist to assume these and other duties.
IEP Development	Duties performed through contract
Reading Specialist	Filled – Suzanne Langford, Ph.D.
Autism Specialist	Filled – Tanja Brown, MS

This infrastructure measure is met, since there has been agreement for two years that the IEP Development duties could adequately be addressed via contract. However, the duties of the FBA position have been met for nine (9) months with Graduate Interns from the University of Hawaii.

Integrated Information Management System - ISPED

The need for an information management system to provide relevant data for analysis and decision-making is an important component of the infrastructure necessary to sustain high levels of system performance in the area of supports and services to students in need of such services. This information provides the basis for resource allocation, program evaluation, and system improvement.

Meaningful measurement of ISPED will provide specific information regarding the following: 1) ISPED data accuracy, 2) ISPED role in important management decisions, and 3) ISPED use by DOE administrators, CASs and principals.

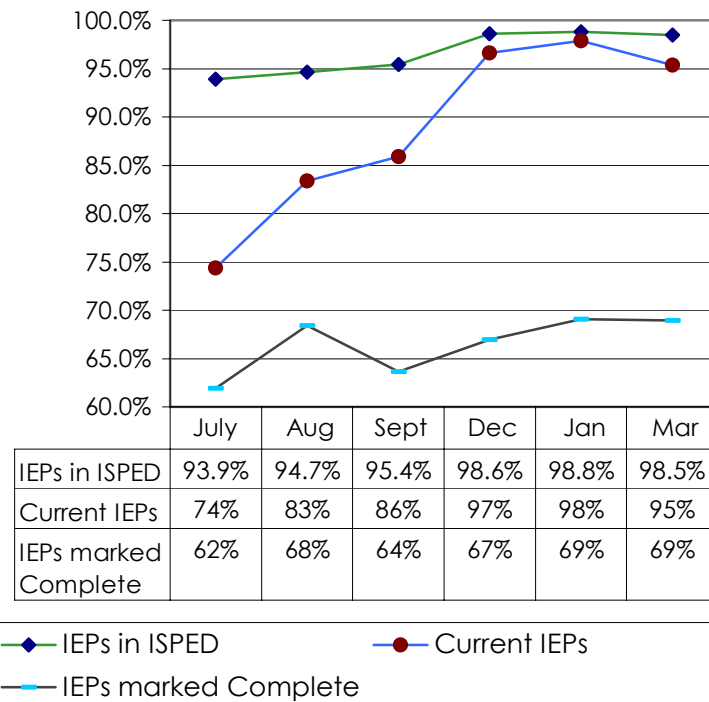
Infrastructure Goal #7:

- a) 99% of special education and section 504 students are in ISPED,*
- b) 95% of IEPs are current, and*
- c) 95% of the IEPs are marked complete.*

The utility of ISPED as an information management system lies in the ability to provide a wide variety of users information that improves their productivity. Whether the information is unique student specific information used in program development or aggregate information used for planning purposes, accuracy and completeness is necessary. The three components embedded in Infrastructure Goal #7, when achieved and maintained, will give

users confidence that accessed information will assist in good decision-making.

IEP Status in ISPED



ISPED Status and Corrective Actions:

Even though remarkable improvement is obvious during the second and third quarters this infrastructure goal is not met. It will not be met until all three measures are at 95%.

End users are becoming more comfortable, independent and confident with the ISPED application, resulting in sustenance of data completeness and quality. The Monthly IEP data report used to monitor and assess data quality since December 2002, has consistently shown that at least 95% of all IDEA eligible students have current IEPs in ISPED. Since these are “real time” reports, the remaining 6% of students who do not show a current IEP in ISPED could be explained as students recently made eligible, declined FAPE or have exited the department.

Performance issues that once plagued the ISPED system, have been satisfactorily resolved, however user speed and proficiency will always be dependent on more than the ISPED application. School infrastructure, user skill on computers and web-based programs, user knowledge of the Chapter 53 and 56 processes,

and general server/system maintenance are all factors impacting users' proficiency and timeliness with data entry.

This year, ISPED data was used to determine Staffing Allocations, Child Count in December 2002, and to support the Special Education Federal Survey Audit. Rather than visit individual schools to review student IEPs, the Federal Auditors were pleased to be able to review all IEPs on-line.

Two "problematic" design features in ISPED, noted by the users in the field, have been resolved. The Progress Reports in the Services module was initially designed for each IEP objective to be graded individually. For students with large numbers of IEP goals and objectives, this became a very tedious and cumbersome process. In December 2002, this feature was enhanced to become more user friendly and efficient, and since implementation, feedback from the field has been very positive.

Another area of concern to the users has been the Mark Complete feature in the IEP, originally designed to "lock" documents and preserve data integrity. Users were unable to correct "errors" once an IEP was marked complete, therefore were leaving these documents in the "pending" mode. Because ISPED was designed as a process based system, Progress Reports and service provider Visit Records cannot be created and documented in ISPED if an IEP is not marked complete. ISPED was recently "re-coded" to allow users to "edit" an IEP that was previously marked complete to correct errors as appropriate. This enhancement was released to the field on April 16, 2003, and should result in more IEPs being marked complete.

Training and Support:

The majority of school and district personnel, and contracted service providers have received their basic training in ISPED, and new users are trained as they are hired. In addition, ISPED Resource Teachers (RTs) continue to provide extensive supports to users as they input "live" data into the system. User supports also continue to be available through the Help Desk and e-mails to Help ISPED. ISPED team members generally expend a lot of their "own" time late into the night and on weekends to provide supports to users and the application, whether in hardware maintenance and troubleshooting, or assisting users complete a task to meet their deadlines.

On-line user supports have also recently been updated and/or improved. The ISPED homepage was re-designed to have a cleaner and less cluttered look, and industry practices such as archiving and maintaining organization have been implemented.

The homepage offers announcements and updates about the application.

The on-line User Manual and Frequently Asked Questions (FAQ) databases have also been updated to reflect the “current” application design and should provide valuable resources for the users to access at their leisure.

Feedback from the field about ISPED have been very positive, and “successes” are largely attributed to:

- System improvements over the past year to address performance problems
- Stabilization of the application design – feature enhancements only
- Support from ISPED personnel

Infrastructure Goal #8: ISPED will provide reports to assist in management tasks.

One of the most powerful tools that ISPED provides are reports of aggregated data in a variety of formats, including web page, excel spreadsheet or text files. ISPED end users are finding the reports to be extremely helpful in monitoring student progress and service timelines. Currently offered are 20 school user reports and 18 public reports, and more continue to be created as various needs arise.

ISPED was used for the annual Child Count activities necessary for reports to the US Department of Education, Office of Special Education Programs. An actual school-by-school count of special education students is conducted in December. The completeness of students with records in ISPED during December and January are reflective of the effort to have current data for reporting purposes.

Infrastructure Goal #9: School, district, and state level administrators will use ISPED.

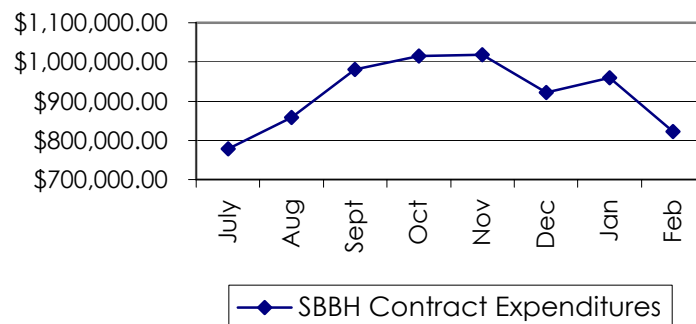
ISPED provides DOE administrators 15 real time reports designed to assist in measuring system performance at the school, complex, and state levels, as well as provide data for resource allocation. As alluded to earlier, with the need to monitor administrative attention to key performance indicators Beginning in May, data will be collected to delineate how frequently various school, complex, and state administrators use ISPED reports. This will be a regular feature in subsequent Quarterly Reports.

(135) The system must be able to continue to purchase the necessary services to provide for the treatment of children appropriate to the individual needs of the child.

Infrastructure Goal #10: The Department will maintain a system of contracts to provide services not provided through employees.

During this report period the DOE has maintained contracts with 26 different private agencies to provide SBBH services, including Community-Based Instruction Programs, on an as needed basis. Expenditures have increased each month due to the reduced number of SBBH employees.

SBBH Contract Expenditures

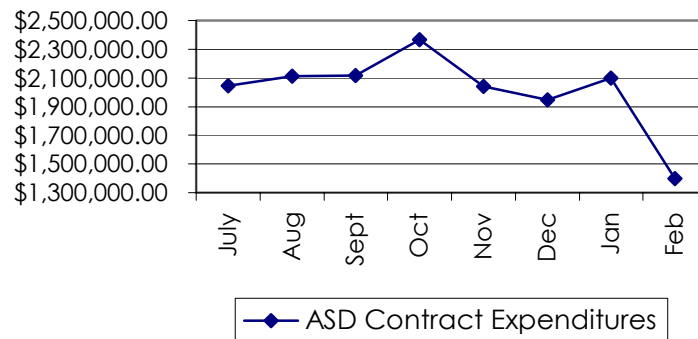


These expenditures do not include costs associated with the provision of SBBH services on Kauai and do not represent the total cost for the month of February due to incomplete billing. A total of 4579 individual students received these contracted services for an average monthly expenditure of \$933K.

Similarly, contracts for the provision of services to students with Autism Spectrum Disorder (ASD) were developed with 17 different private agencies. In the first quarter these contracts, due to the withdrawal of the Request for Proposals for ASD services, were based upon previously established contractual relationships between CAMHD and private agencies.

The table below includes expenditures from Kauai. The data for February is incomplete as not all contractors have submitted accurate billing statements and total payments have not been made to date. During this period 835 individual students (ASD and other) received contracted services at an average expenditure of approximately \$2.1M a month.

ASD Contract Expenditures

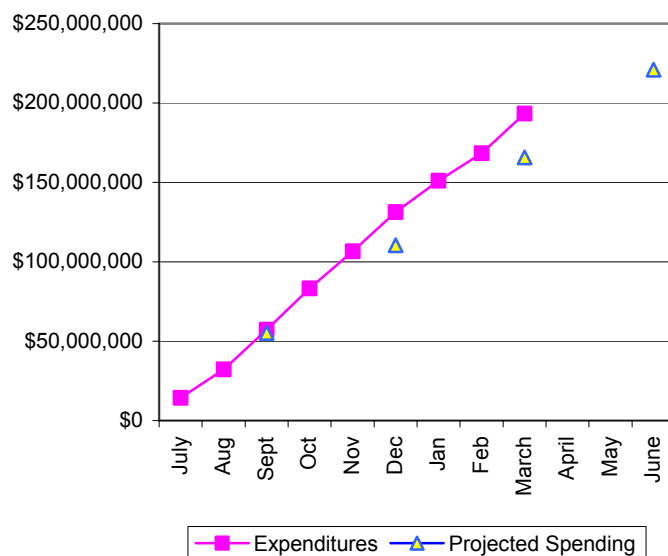


During this report period, the Department issued a Request for Proposals (RFP) in order to begin the procurement process for the next biennium. Following the scoring of the submitted proposals, there are on-going contract negotiations with 22 different provider agencies for 48 different contracts to be effective July 1, 2003.

Infrastructure Goal #11: Administrative measures will be implemented when expenditures exceed the anticipated quarterly expenditure by 10%.

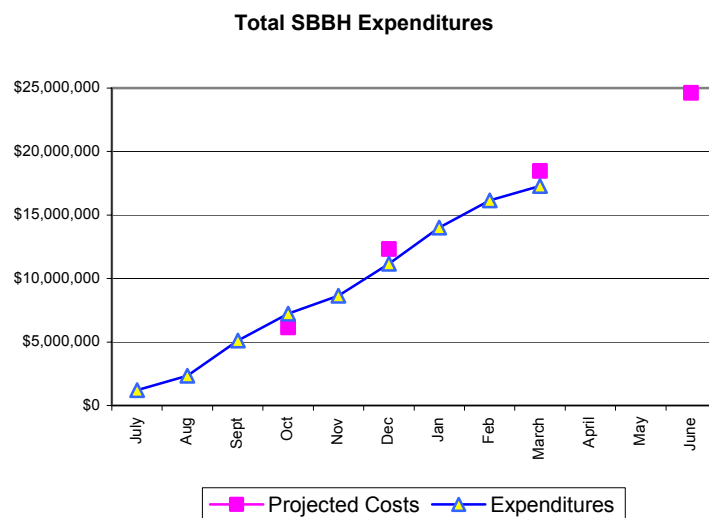
The Department regularly reports on expenditures for EDN150. This measurement monitors the extent to which the system responds to use of resources during the quarter.

EDN 150 Actual and Projected Expenditures



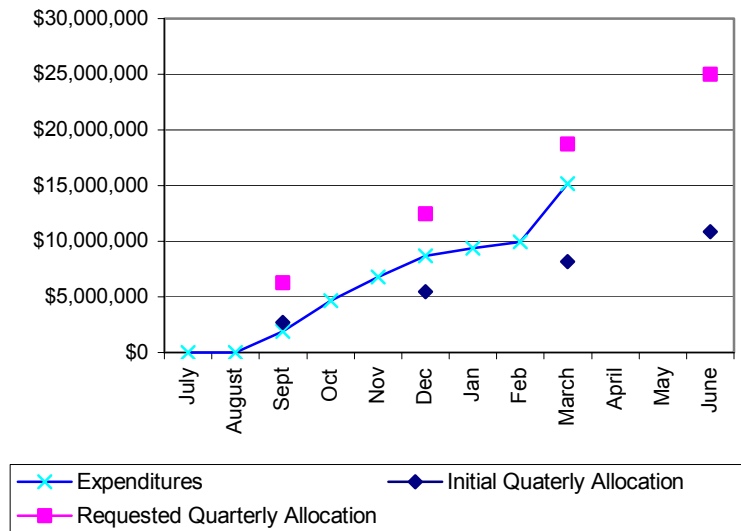
Adequate funding, whether used for employee salaries, contracted services, or system improvements, staff development or equipment, is necessary to maintain an adequate infrastructure to support acceptable system performance. By October 2002 it was clear that expenditures in EDN150 were exceeding budget projections. Internal reviews were initiated.

SBBH, due to the expected increase in contracted services due to staffing shortages, was investigated for excessive expenditures but was found to be within the anticipated budget. This was due to the movement of funding for employee salary to pay for contracted services.



ASD expenditures however, as noted in the graph, were above the initial budget allocated to the Department for the provision of such services. Initial budget projections suggested that additional funds would be necessary to meet these obligations. The Department shifted funds to maintain services while the Superintendent prepared an emergency budget request for submittal to the State Legislature. However, additional funds were transferred from the Department of Health to provide the additional funds needed to maintain services throughout the remainder of the year.

ASD Expenditures and Projected Costs



Key Performance Indicators

The existence of an adequate infrastructure is not an end in and of itself. The true measure of the attainment of EDN150 program goals and objectives are in the timely and effective delivery of services and supports necessary to improve student achievement. While the measurement of student achievement lies within the purview of classroom instruction, key system performance indicators exist that provide clear evidence of the timeliness, accessibility, and appropriateness of supports and services provided through EDN150 and the responsiveness of CSSS to challenges threatening system performance.

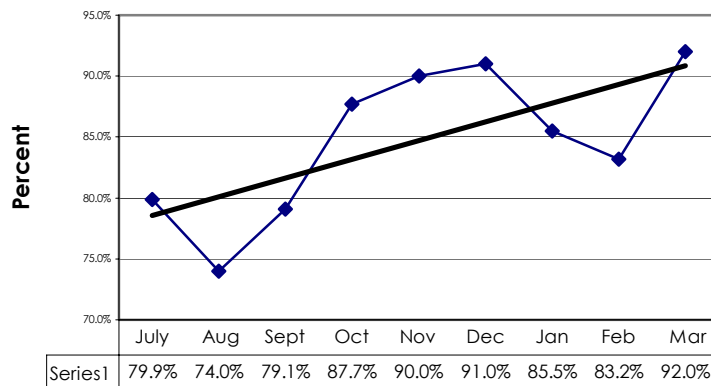
(136) The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that is derived from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance. (Revised Felix consent Decree, July 1, 2000, page 20)

Performance Goal #1: 90% of all eligibility evaluations will be completed within 60 days.

Good practice and regulation expect timely evaluation to provide the foundation for an effective individualized education or modification program that will assist students achieve content and performance standards. This measure identifies the

timeliness with which the system provides this information to program planners.

Evaluations completed within 60 days



The timeliness of evaluation completion within these two quarters has improved dramatically. The trend line, the dark straight-line, clearly indicates steady improvement. This goal was met three (3) of the six (6) months.

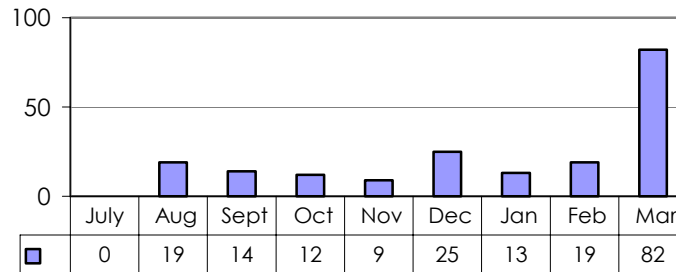
However, the data also clearly indicates system performance is uneven. The drop below 90% in January and February was due to difficulties in completing evaluations during the 2-3 week break in school over the holidays. The unavailability of students and staff hindered timeliness efforts. As school commenced repeated communication between district and state staff highlighted the need for improved performance.

Additionally, only 12 complexes were able to maintain 90% or more evaluations completed on time through out these two quarters. Five (5) complexes never attained the goal for any month. Individual complex area performance by the end of the quarter ranged greatly between complexes and within a complex over time.

Performance Goal #2: There will be no disruption exceeding 30 days in the delivery of educational and mental health services to students requiring such services.

A service delivery gap is a disruption in excess of 30 days of an SBBH or ASD related service identified in an IEP or MP. A “mismatch” in service delivery (i.e., counseling services expected to be provided by an SBBH Specialist actually delivered by a school counselor) is included in this category as a service delivery gap.

Number of SBBH/ASD Service Gaps



With approximately 8,800 students receiving SBBH and ASD services at any one time during this period, 99.9% of the students received the SBBH or ASD related services identified in their educational programs. The trend over these two quarters is clearly increasing.

Data reveal that the one (1) to five (5) students with ASD per month experience a delay of over 30 days in receiving support provided by skills trainers, usually in an off campus setting. During the last two months of this period several gaps have appeared for students requiring highly structured programs in isolated or off campus settings. Few gaps existed for medication monitoring services.

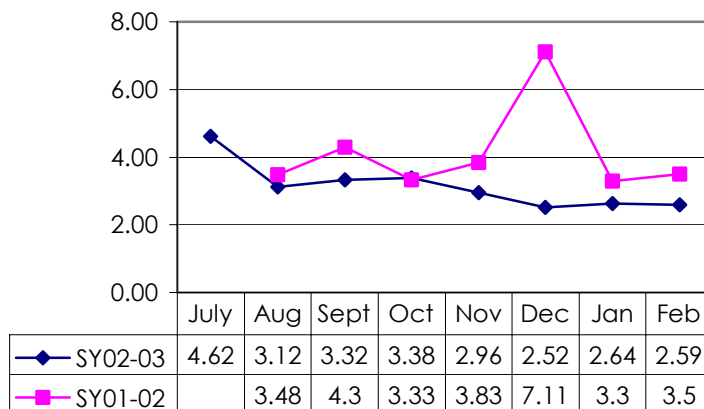
The extremely large increases in December and March were due to delays in accessing individual counseling services for students brought upon by the aforementioned changes in SBBH staffing. In each case when the student was available a similar service was provided in lieu of the identified service. The four complexes with the bulk of the gaps, 83%, all indicated that the intended SBBH services were in place by the end of March.

Other related service gaps continued to be low during this period. The number of gaps in speech services was 1-2 per month, occupational therapy was 1-7, and only one gap in physical therapy was noted.

Performance Goal #3: The suspension rate for students with disabilities will be less than 3.3 of the suspension rate for regular education students.

The statewide suspension rate for students with disabilities during these two quarters was effectively at or below the national average of 3.3. This goal was met. The table shows not only an improvement over last year but a steady downward trend.

Suspension Rates SY01-02 and 02-03



Period is from mid month to mid month (e.g., Feb 15 – March 15)
Rate is based on suspensions during the month and is not cumulative.

Suspensions: Cumulative Statewide July 02 – March 03

State Totals	< 10 days	>10 days
RegEd	6799	224
SpEd	2954	67
Rate	3.2	2.2

Performance Goal #4: 99.9% of students eligible for services through special education or Section 504 will have no documented disagreement regarding the appropriateness of their educational program or placement.

Informed meaningful participation by parents, or guardians, plays an important part in developing and supporting the implementation of educational plans for students. While not the only measure of program quality, agreement regarding the appropriateness of the plan and its implementation is one important indicator of system performance. Lack of formal disagreement does not equate to satisfaction but in this case, documented disagreement may be viewed as an indication of the need to improve system processes used to develop the teaming necessary to achieve consensus regarding the appropriateness of educational and related services interventions.

There are two sources of documented disagreements. One is a formal written complaint mechanism. By regulation, formal written complaints must be addressed within 60 days. A second is the Request for an Impartial Hearing. A decision by an Administrative Hearings Officer is to be issued within 45 days of the filing of a request.

While this goal has been attained during this period, administrative action is being implemented to reduce the number of documented disagreements. The rate of requests for impartial hearings continues at only a slightly reduced rate to the same period last year.

Complaints

The number of formal written complaints regarding the delivery of mandated services and supports to students continues to be extremely low. During the second and third quarters only one written complaint was received by the Department.

Quarter	1 st	2 nd	3 rd
Number	2	1	0

The Special Education Section, Complaints Office, also receives telephone inquiries regarding the delivery of educational services and supports to students with disabilities. These inquiries do not rise to the level of a formal complaint but nonetheless provide additional information regarding the degree to which school and complex staff are effective in communicating with parents regarding the educational needs, characteristics, and subsequent educational program decisions for students.

There were 14 and 12 such calls during the 2nd and 3rd quarters respectively. Calls during the 1st quarter were predominately regarding IEP and placement issues, while during the 3rd quarter calls tended to raise questions regarding general school operations. Most calls require no further action, although about 20% result in some school follow up action and two (2) actually resulted in the filing of a Request for Impartial Hearing.

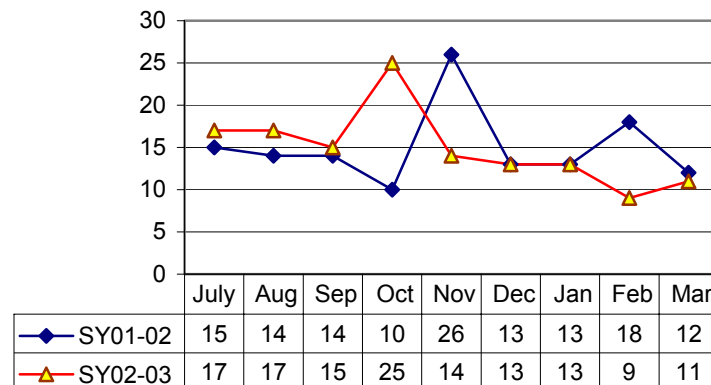
Requests for Impartial Hearings

The number of requests for impartial hearings has been steadily increasing since 1997. During DY97-98 there were 71 such requests. The number increased to 131 in SY00-01. Last year there were 174 and if the current trend continues there will be approximately the same number this year.

In an effort to provide alternatives to administrative hearings the Department worked with the Mediation Center of the Pacific,

Center for Alternative Dispute Resolution, and Alternative Dispute Resolution, Inc., to develop and deliver training to school administrators and Complex Area Superintendents in “Exercising Leadership in the Resolution of Disputes”. The training provides principals with skills in meeting facilitation, recognition of impasses, and methods to approach mediation.

Requests for Impartial Hearings



As can be seen from the table above, the immediate dramatic impact hoped for at the end of this training, completed in December, has not appeared. Actual participation in mediation after a request for an impartial hearing continues to occur only about once a month.

The 134 hearing requests to date this year represent 103 individual students. On occasion, multiple hearings are filed on behalf of a single student: fourteen (14) students twice, and in one instance six hearing requests. Thirteen requests were received for students in which a request for hearing was filed during SY01-02.

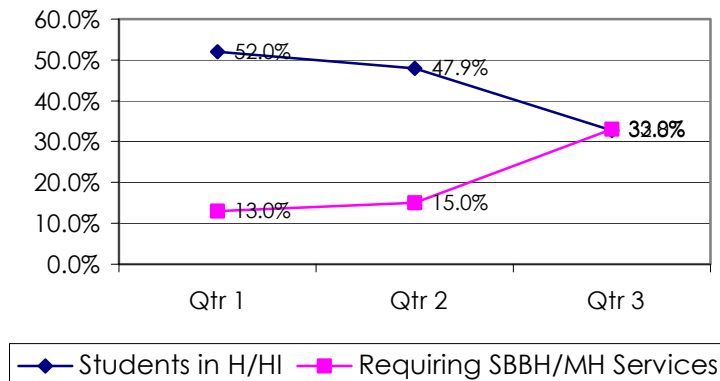
An analysis of the requests for impartial hearings and the outcomes is being completed at this time. In May the information will be reported at the District Education Specialist meeting held monthly by the Special Education Section.

Performance Goal #5: The rate of students requiring SBBH, ASD, and/or Mental Health Services while on Home/Hospital Instruction will not exceed the rate of students eligible for special education and Section 504 services requiring such services.

The number of students receiving Home/Hospital Instruction (H/HI) increased from 173 to just over 230 in each of these two

quarters. Yet, the number of students with disabilities, IDEA and Section 504, actually decreased from 24% to 17%. Of that number, 12 in the 2nd quarter and 25 in the 3rd quarter received either SBBH or Mental Health services. This goal was met as on the average 40% of Section 504 or Special Education students receive such services.

Students with Disabilities in Home/Hospital Instruction



Yet, the increasing percentage of students with SBBH and MH related service needs being placed on H/HI, when viewed with the information in the table below, illustrates an alarming trend. An increasing number of students are being placed in H/HI due to social and emotional needs.

Quarter	1 st	2 nd	3 rd
Number of Students	7	14	17

Analysis conducted by district SBBH Program Coordinators and Child and Adolescent Mental Health Division and the SBBH Program Specialist have identified those students requiring highly structured on and off campus settings as the source of this increase. To date, Honolulu District has increased the number of slots available in Community Based Instruction, off campus instructional settings to address this problem. Additionally at the state level, analysis is being done to determine if more Community Based Residential slots or greater on campus programs are needed.

Performance Goal #6: 100% of complexes will maintain acceptable scoring on internal monitoring reviews.

Quarter	1 st	2 nd	3 rd	4 th
Number of complexes reviewed	2	11	25	1
Percent of complexes passing	100%	73	88%	

A total of six (6) complexes have not received a score on their Internal Review of 85% or higher. Kahuku, Hilo, and Farrington complexes did not pass internal review in the second quarter. In the third quarter Pahoa, Kauai, and Nanakuli did not pass.

All complexes have submitted corrective action plans and are engaged in corrective actions. Please refer to the Section IV of this report on Internal Reviews for a discussion of the reasons for performance problems.

Performance Goal #7: 100% of the complexes will submit internal monitoring review reports in a timely manner.

Quarter	1 st	2 nd	3 rd	4 th
Number complexes reviewed	2	11	17	
Percentage of reports on time	0%	0%	29%	

All complexes submitted Internal Monitoring Review Reports as required to the State Special Education Section. During the first and second quarters, none were on time. Clear communication regarding the format and compliance with timelines associated with the submittal of the reports has corrected this performance problem. All of the submittals required within the last month have been on time.

Performance Goal #8: State Level feedback will be submitted to complexes following the submittal of internal monitoring review reports in a timely manner.

Quarter	1 st	2 nd	3 rd
Number of reports	2	4	3
Percentage of responses on time	0	0	30

The same corrective action that ameliorated the above performance shortfall has rectified this as well. All of the state responses to complexes regarding their Internal Review Reports and Corrective Action Plans are now sent in a timely manner.

Performance Goal # 9: "95% of all special education students will have a reading assessment prior to the revision of their IEP."

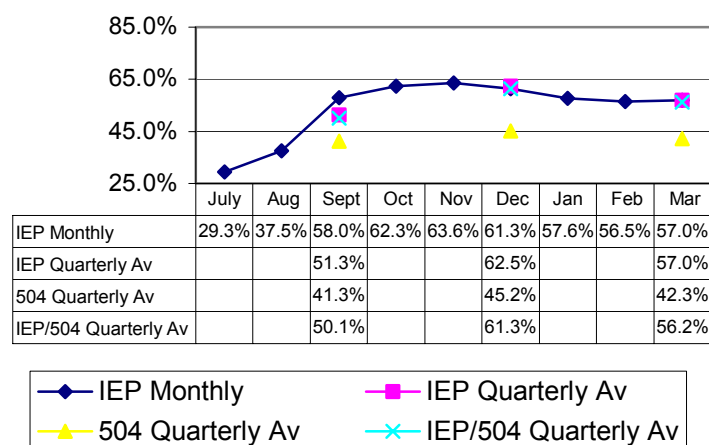
The Stanford Diagnostic Reading Test (SDRT) is used as the reading assessment prior to the annual revision of the IEP. It is recommended that the assessment be administered within 90 days of the IEP. The SDRT is a group-administered, norm-referenced multiple-choice test that assesses vocabulary, comprehension, and scanning skills.

The SDRT is not, nor is it intended to be, an adequate measure for a complete understanding of the student's PLEP. This is because, although diagnostic, the SDRT also falls into the category of summative assessments. A summative assessment is generally a measure of achievement or failure relative to a program or grade level of study.

Students exempted from the SDRT may need alternative (not alternate -- that refers to the state high stakes testing), formative assessments to guide instruction. This might be any combination of teacher observation, a one-on-one reading conference, the Brigance, etc.

This measure is not met at this time. As can be seen on the following graph the rate of timely completion is less than 70%. ISPED now has SDRT completion rates available at the state, district, complex, and school level. These reports when combined with reports identifying IEPs that are scheduled for annual review have helped to increase the degree of compliance with this important performance measure.

SDRT Completion Rates - Statewide



Performance Goal# 10: 95% of all special education teachers will be trained in specific reading strategies.

Training of special education teachers was a two-year project. Approximately one half was to be trained in each year. Cohort 1 includes 942 special education teachers. This cohort received training during the SY 2001-2002 from the previous Reading Specialist.

Cohort 2 is comprised of 1134 special education teachers trained during the SY 2002-2003 (2nd and 3rd Quarter) to write individualized programs (IEPs) for special education students containing specific reading and assessment strategies. Teachers were taught (a) reading strategies and assessment and (b) the direct link between them and writing effective IEPs containing specific reading strategies and assessments for special education students.

This target has been met. In total, more teachers have been trained in reading strategies than are actually in place in classroom settings due to transfers and new hires.

Performance Goal #11: 90% of all individualized programs for special education students will contain specific reading strategies.

To determine the degree of compliance random samples of 100 IEPs were sampled statewide were reviewed. This performance measure is met as 96 of the 100 IEPs reviewed contained reading strategies. In order to provide better monitoring of this performance measure a random sample of 10 IEPs per complex written within each month will be reviewed. This data will first be reported in the next Quarterly Report submitted on July 31, 2003 for the period April '03-June '03.

Performance Goal #12: System performance for students with Autism Spectrum Disorder will not decrease.

ASD is a spectrum disorder, as discussed earlier, and as such aggregate data regarding system performance is difficult to obtain using one or two unique measures. In the Internal Review process, randomly chosen samples of students are reviewed to determine their status on key indicators of child well-being and on how well the system of services is performing for them. The use of this measure as a means to address system performance related to students with ASD originated in the Child and Adolescent Mental Health Division in SY99-00. The analysis was repeated again using data from SY00-01.

Indicator	Percentage Acceptable		
	SY99	SY00	SY02
<i>Understanding</i>	81%	91%	100%
Child/Family Participation	90%	96%	97%
Functioning Service Team	79%	84%	100%
Focal Concerns Identified	83%	90%	100%
Functional Assessment	78%	88%	97%
<i>Planning Services</i>	67%	88%	97%
Focal Concerns Addressed	81%	90%	97%
Long-Term/Guiding View	65%	76%	92%
Unity of Effort Across Agencies	63%	79%	89%
Individual Design/Good Fit	71%	84%	100%
Contingency Plan	78%	95%	79%
<i>Implementing Services</i>	71%	89%	100%
Resource Availability	68%	83%	100%
Timely Implementation	73%	82%	100%
Adequate Service Intensity	67%	84%	100%
Coordination of Services	63%	85%	97%
Caregiver Supports	74%	89%	100%
Urgent Response	87%	93%	100%
<i>Results</i>	75%	90%	100%
Focal Situation Change	84%	91%	100%
Academic Achievement	79%	86%	100%
Risk Reduction	84%	90%	100%
Successful Transitions	72%	88%	97%
Parent Satisfaction	70%	88%	97%
Problem Solving	72%	89%	100%
Overall Performance	68%	90%	100%

Continued use will provide context and continuity of measurement. Therefore, the Department continues to use results specific to students identified as ASD generated in Internal Monitoring Reviews to measure system performance.

These results support the conclusion that improvements continue to occur in the provision of services to students with ASD. Two cases in the Internal Review were part of the group of students randomly selected for verification of results. Both cases were rated the initial scoring as sound. Seventy four (74) percent of the ASD cases involved in the Internal Reviews were reviewed by an individual assisted by a mentor, either experienced state staff or contracted.

Performance Goal #13: The SBBH Program performance measures regarding service utilization will be met.

This section has the information on service utilization and entrances and exits from service. Monitoring trends in service utilization and provision allows SBBH Program Coordinators to coordinate service delivery and maximize resources.

Formal SBBH interventions are either one time, as in the case of assessments, or on going, Individual Counseling, Group Counseling, Family Counseling/Parent Training, Community-Based Instruction (CBI) and Medication Monitoring. The data in the tables below is for students receiving on going SBBH services during March 2003. Medication monitoring for all 1041 students is done via contracted providers. Similarly, contractors provide all CBI programs for 154 students.

Service	Individual Counseling	Group Counseling	Family Counseling
# of students	5,606	1,275	1,728
% of total	65%	15%	20%

The most frequently used on-going intervention continues to be individual counseling. Family counseling frequently is used in support of individual counseling provided at the school.

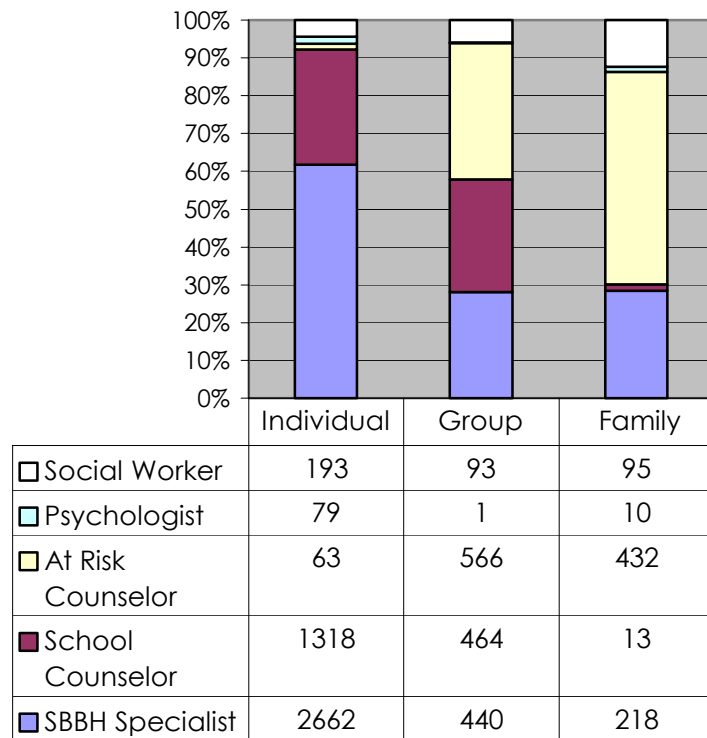
Service Provider	Individual Counseling	Group Counseling	Family Counseling
DOE Staff	72%	75%	22%
Contract	26%	9%	70%
Other	2%	16%	9%

With the exception of Family Counseling DOE staff provides most interventions. Contract providers frequently provide both Family Counseling and Individual Counseling in combination. Other providers include contractors or staff from other agencies.

From January 2002 through December 2002, 2,291 students started receiving SBBH services while 2,681 stopped receiving SBBH services due to reduced need, movement from the state, or exited from school. Approximately 23% of the total number of students receiving services began during the year while 27% of the total no longer required services. Beginning in April 2003 this data will be tracked monthly.

As can be seen from the following graph, a wide variety of DOE staff provide these services to students.

Number of SBBH Services Provided by DOE Staff



Performance Goal #14:

a) 60% of a sample of students receiving SBBH services will show improvement in functioning on the Teacher Report Form of the Achenbach

b) Student functioning as described on the Achenbach TRF scores on students selected for Internal Reviews will be equivalent to those of a national sample

This performance goal addressing student achievement is not currently measured. In order to meet part “a” of this performance measure, in May 2003, the Teacher Rating Form (TRF) of the Achenbach System of Empirically Based Assessment (Achenbach) will be completed and scored on a sample of 1 in 10 students receiving SBBH services. Approximately six (6) months later a second TRF will be completed.

This measure provides information related to the improved functioning of students receiving SBBH services. Baseline data will be provided in the fourth quarter report.

A second set of performance data generated during the complex Internal Reviews will allow the comparison of TRF data on students selected for reviews with a national sample. The measures will be used for special education students with and without SBBH services. This comparison will provide information regarding the identification of students who may require SBBH services and the recognition of need for students who may require services beyond SBBH.

Performance Goal #15: System performance for students receiving SBBH services will not decrease.

Using data generated on students in the Internal Review process randomly chosen samples of students will be reviewed to determine their status on key indicators of child well-being and on how well the system of services is performing for them. This activity will commence with Internal Reviews in SY03-04.

In order to provide quality services to student requiring SBBH services significant training is provided to school and complex staff. Training on Functional Behavior Assessment, Cognitive Behavioral Therapy, Practice Guidelines, and other subjects were provided over 1,200 staff in 56 training sessions

Summary

The Department of Education has set high expectations regarding infrastructure and performance goals. Measurement of these goals over the past two quarters reveals a number of strengths demonstrating maintained infrastructure and improved performance.

Measures met or exceeded the following goals:

- Program Specialist staffing
- ISPED reports for management
- Availability of contracts to provide services
- Administrative action to assure adequate funding
- Timeliness in evaluation
- Suspension rates
- Formal disagreements regarding individual programs
- Use of Home/Hospital Instruction
- Training in reading strategies
- Reading strategies in IEPs
- Quality of services to students with ASD
- SBBH service utilization

Each of the above measures met targets during this report period. However, it must be noted that meaningful data collection on ASD and SBBH has just begun during the most recent quarter.

A number of measures did not achieve the desired goal but demonstrated strong performance throughout the reporting period. Most notably is the area of qualified staff. While the percent of qualified teachers statewide has just slipped below 90%, it was achieved in four (4) of the six (6) month. Measures of the distribution of qualified teachers were stable and shows no true pockets of students or staff without access to qualified special education staff. The recruitment and hiring of EAs showed steady improvement, albeit slow.

Infrastructure goals related to ISPED are only partially met. Improvement in the entry of IEPs into the system to achieve critical administrative tasks provides confidence that these are attainable goals. It also provides focus and direction to improvement activities. The recently completed Office of the Auditor audit of ISPED has provide additional light on areas that will improve likelihood of attainment of these goals.

A number of performance measures that heretofore have either shown little improvement or no meaningful measurement have been addressed during this report period. The appointment of the Director of Special Education has had immediate positive impact on the internal performance related to Internal Monitoring and the provision of services to students with ASD.

Timeliness of evaluations, service gaps, the use of Home/Hospital Instruction, and data entry into ISPED continue to require close administrative attention if performance is to exceed Department identified performance goals. Similarly, the proactive program development and problem solving at the school level, with requisite assistance from complex and state staff, will be required to see meaningful reductions in the number of requests for impartial hearings.

Overall, in this reporting period the Department has continued to sustain a level of infrastructure and system performance consistent with a year ago. Corrective action based on data and analysis are leading to improvements in areas not yet achieving the high expectations set forth by the Department.